



**IMPROVING VOCABULARY MASTERY OF THE FIFTH
GRADE STUDENTS OF MI NU NURUS SHOFA
KARANGBENER KUDUS IN ACADEMIC YEAR 2013/2014
BY USING GESTURE GAME**

**BY:
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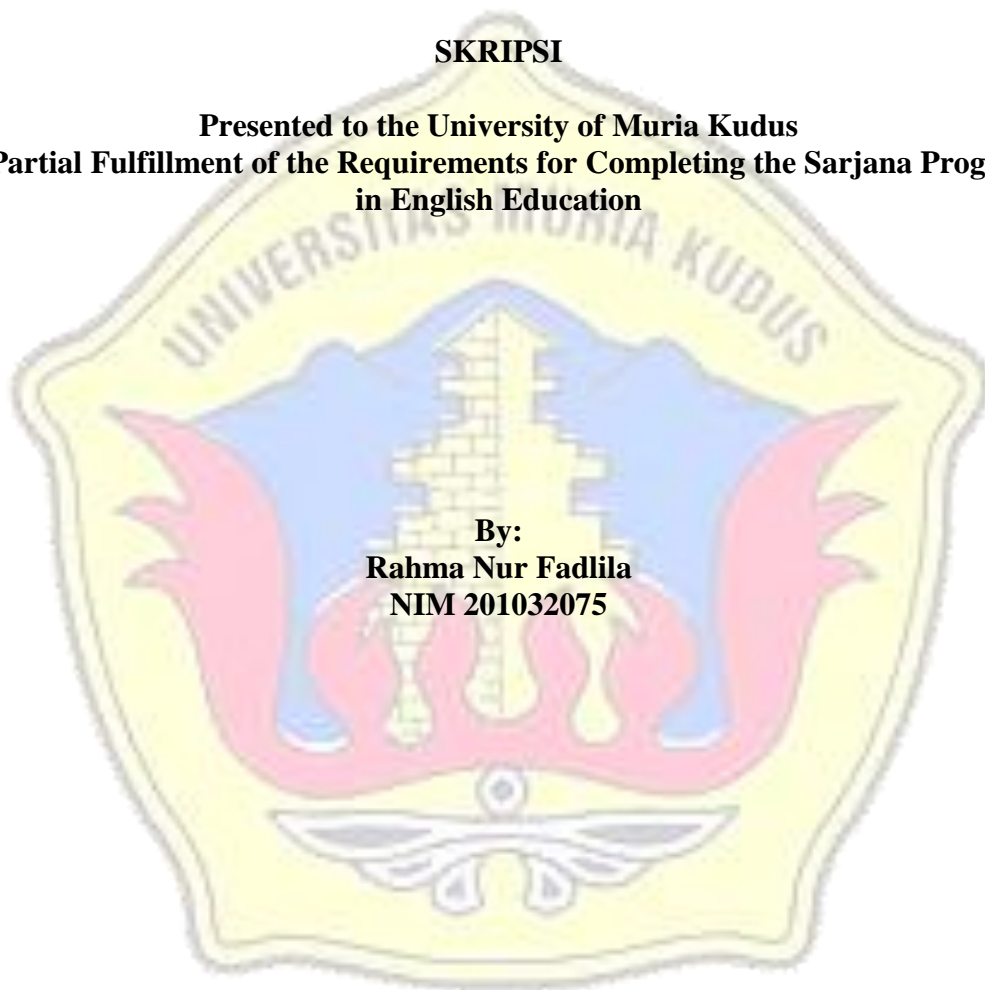
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**



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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2014**

MOTO AND DEDICATION

Moto

- ❖ There is a way, when there is a will.
- ❖ Anything that we have learned, it would be useful for us.



This skripsi is dedicated to:

- ❖ Her beloved Parents
- ❖ Her beloved brother
- ❖ Her beloved sister
- ❖ Her beloved grandfather
and grandmother
- ❖ Her beloved friends in UMK

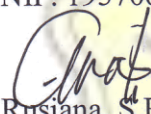
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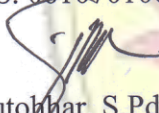
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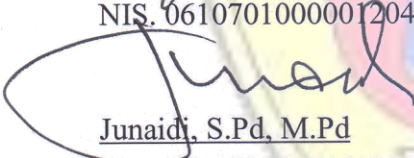
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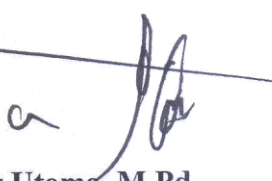

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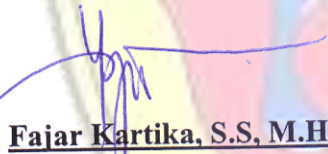
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Hopefully, this skripsi can give contribution and motivation to the teaching learning process. Then, suggestion and criticism from the reader will be fully appreciated and always welcomed. She hopes this skripsi will be useful for everyone who concern to the topic.

Kudus, 2014

Rahma Nur Fadlila



ABSTRACT

Fadlila, Rahma Nur. 2014. *“Improving Vocabulary Mastery of the Fifth Grade Students of MI NU Nurus Shofa Karangbener Kudus in Academic Year 2013/2014 by Using Gesture Game”*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Drs. Suprihadi, M.Pd (2) Fajar Kartika, S.S. M.Hum.

Key word : *Vocabulary Mastery, Gesture Game and Classroom Action Research.*

Vocabulary is the basic element of language that has to be mastered by young learners to study English. Without mastering vocabulary earlier young learners will get problem to continue their study. Teaching vocabulary in elementary school is not easy, the students are difficult to understand and memorize vocabulary. This condition also happened in MI NU Nurus Shofa Karangbener Kudus. After analyzing the problems, the researcher assumes to give an appropriate technique that is Gesture Game Technique to improve students' vocabulary mastery.

The objective of the research is to improve students' vocabulary mastery by using gesture game of the Fifth Grade Students of MI NU Nurus Shofa Karangbener Kudus in Academic Year 2013/2014 through Classroom Action Research (CAR). The Classroom Action Research was conducted by the teacher to make improvement in score and also in teaching learning process. In this research there are 2 cycles and each cycle consists of four steps; they are: planning, acting, observing, and reflecting. This research was conducted at fifth grade students of MI NU Nurus Shofa Karangbener Kudus in Academic Year 2013/2014 that consist of 28 students.

The result shows that the students' vocabulary mastery improve from cycle I until cycle II. In pre-cycle, the average of the students' vocabulary score is 61.53, in cycle I the average of the students' vocabulary score is 71.78 and in the cycle II of the students' vocabulary score is 89.28. Besides, the students and teacher's activity are improved and the problem that faced by the teacher are decreased in every cycle.

Therefore, the researcher conclude that the use of gesture game can improve students' vocabulary and it is an effective technique to use at the fifth grade students of MI NU Nurus Shofa Karangbener Kudus in Academic Year 2013/2014. So, the researcher recommends suggestion. Teacher could use Gesture Game as a technique of teaching and learning to teach English especially English vocabulary.

ABSTRAK

Fadlila, Rahma Nur. 2014. *“Improving Vocabulary Mastery of the Fifth Grade Students of MI NU NurusShofa Karangbener Kudus in Academic Year 2013/2014 by Using Gesture Game”*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Supriyadi, M.Pd (2) Fajar Kartika, SS. M.Hum.

Kata Kunci: *Vocabulary Mastery, Gesture Game and Classroom Action Research*

Kosakata merupakan unsur-unsur dasar dari bahasa yang harus dikuasai oleh pebelajar muda untuk belajar tentang bahasa Inggris. Tanpa menguasai kosakata lebih awal, pebelajar muda akan mengalami masalah di tingkat yang lebih tinggi. Pengajaran kosakata di tingkat sekolah dasar sangatlah tidak mudah, siswa mengalami kesulitan dalam memahami maupun mengingat kembali kosakata dalam bahasa Inggris. Hal tersebut juga terjadi di MI NU Nurus Shofa Karangbener Kudus. Setelah menganalisis masalah, peneliti mencoba memberikan teknik yang tepat untuk meningkatkan penguasaan kosakata dalam bahasa Inggris yaitu *Gesture Game*.

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata pada siswa kelas 5 MI NU Nurus Shofa Karangbener Kudus tahun ajaran 2013/2014 melalui Penelitian Tindakan Kelas (PTK). Penelitian Tindakan Kelas ini dilakukan oleh guru untuk meningkatkan nilai siswa maupun kualitas proses dalam pembelajaran siswa. Dalam penelitian ini terdapat dua siklus yang dalam setiap siklusnya terdiri dari : merencanakan, melakukan tindakan, mengamati dan merefleksi. Penelitian ini ditujukan pada siswa kelas 5 MI NU Nurus Shofa Karangbener Kudus tahun ajaran 2013/2014 yang terdiri dari 28 siswa.

Hasil dari penelitian ini menunjukkan adanya peningkatan pada siklus pertama sampai siklus kedua. Dalam siklus pendahuluan nilai rata-rata siswa adalah 61.53, di siklus pertama nilai rata-ratanya 71.78 sedangkan di siklus kedua nilai rata-ratanya 89.28. Sementara itu, aktifitas guru dan siswa di kelas juga mengalami peningkatan dan masalah yang ada juga sudah berkurang dalam setiap siklus.

Oleh karena itu, peneliti menyimpulkan bahwa penggunaan *gesture game* dapat meningkatkan kosakata bahasa Inggris siswa dan ini juga merupakan teknik yang efektif untuk diajarkan pada siswa kelas 5 MI NU Nurus Shofa Karangbener Kudus tahun ajaran 2013/2014. Peneliti juga menganjurkan untuk menggunakan *gesture game* sebagai salah satu teknik untuk pembelajaran khususnya kosakata bahasa Inggris.

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